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ABSTRACT

The final recommendations are presented for the Minnesota Higher Education Coordinating Board's study to assess the future viability of Minnesota's community colleges and vocational-technical institutes (V-TEC). After introductory material noting that the study was initiated in anticipation of enrollment declines and fiscal hardships, the report outlines six conditions and planning assumptions established by the study: the missions of the two systems overlap; many communities are served by both a community college and a V-TEC institute; declining enrollments will increase competition for students and resources; resources from both systems should be combined where necessary; maintaining small institutions will become financially difficult; and the separate systems governing the community colleges and the V-TEC institutions will become increasingly inappropriate. Three alternatives for combatting anticipated problems are then discussed: providing all institutions with sufficient appropriations to retain a minimal core of services, regardless of enrollment; closing low-enrollment institutions; or restructuring the state's postsecondary educational system. Final recommendations are then presented, calling for: the creation of a combined governing board for both systems; the establishment of regional administrative units; the preservation of the mission of General College; and the structuring of the vocational education role of the state's university system. (JP)

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RECOMMENDATIONS ON FUTURE OF THE COMMUNITY COLLEGE SYSTEM AND AREA VOCATIONAL-TECHNICAL INSTITUTES

A Policy Paper

Minnesota Higher Education
Coordinating Board

January 27, 1981

JC 810220

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COORDINATING BOARD ACTION

SUBJECT: FUTURE OF THE COMMUNITY COLLEGE SYSTEM AND THE AREA VOCATIONAL-TECHNICAL INSTITUTES

DATE: JANUARY 27, 1981

ACTION: The Coordinating Board recommended that:

1. The governor support and the legislature create a new state board for technical institutes and community colleges which would have governing responsibilities for the technical institutes, the community colleges and the technical colleges of the University of Minnesota. This board should be created by July 1, 1981 with a phase out of the current responsibilities of the Board for Vocational Education and the State Board for Community Colleges to be completed by July 1, 1982. The new State Board should:

   a. be responsible for governing (1) technical institutes; (2) technical colleges; (3) comprehensive colleges with vocational and academic college transfer programs; (4) non-comprehensive community colleges, offering only academic programs; and (5) post-secondary centers which offer post-secondary education opportunities either vocational or academic in nature, but which do not constitute a full scale college or institute.

   b. have the authority, with legislative approval, to create any of the types of institutions cited in a. above or change the status of the existing institution to another type.

   c. have the specific responsibility provided by legislation to maintain and advance the distinctiveness of the vocational mission from the academic mission through separate budget requests and other means as appropriate and present to the governor and the legislature before each odd numbered year an evaluation and report on how these two missions are being advanced within the system.

   d. prepare a plan which would:

      (1) plan for the sharing of the administrative, support staff and faculty in the nine communities where technical institutes and community colleges are present. This plan should be presented to the governor and the legislature no later than January 1, 1982 and should be implemented no later than January 1, 1983.

(2) plan for the sharing of the administrative, support staff and faculty on a regional basis for all institutions whose enrollment is below 400. This plan should be presented to the governor and legislature no later than January 1, 1983 and should be enacted no later than January 1, 1984.

(3) identify those institutions which because of their geographic location provide sole access to post-secondary education and propose that they should be funded at the minimal core level regardless of enrollment.

e. develop five-year plans for the system with biennial evaluations of the success of the system in meeting its objectives.

f. be provided any other necessary authority to govern institutions within the system.

2. In order to recognize the variety of area needs and to more effectively represent legitimate regional interests, the legislation creating the State Board for Technical Institutes and Community Colleges provide that the Board shall create area administrative structures. Each area administration shall include councils with responsibility to develop area plans, conduct area evaluations, recommend reallocation of program resources, including positions within the area's budget, with approval of the State Board, and conduct such administrative duties as delegated by the State Board. The first area administrative structure should be established by June 30, 1982.

3. In order to maintain the distinctive role of the General College of the University of Minnesota and to ensure that in the future the mission of the college does not conflict with other public institutions located in the metropolitan area, the Board of Regents continually monitor the role of the General College to insure that its special service to disadvantaged and minority students not be reduced, prevent further expansion of lower division occupational programs in the General College except in cooperation with a technical institute and limit the enrollment of the General College to a maximum of 3,000 students.

   Further, the governor and the legislature not request or appropriate funds to General College for activities which are in conflict with these recommendations.

4. In view of the value of delineating mission of systems as much as possible without restricting access to programs, the State University Board not implement new vocational programs of two years' duration or less in those communities where area vocational-technical institutes are located and the State University Board phase out vocational programs of two years' duration or less in such communities except where such programs are in cooperation with or in coordination with the area vocational-technical institutes and that the legislature require this delineation of mission no later than January 1, 1985.

RECOMMENDATIONS
Background and Rationale

The 1979 Minnesota Legislature directed the Higher Education Coordinating Board to conduct a study of the Community College System (Minn. Laws 1979, Chapter 335, Section 3, Subd. 20) and to make recommendations to the 1981 Minnesota Legislature. The 1980 Legislature directed the Coordinating Board to conduct a study of the AVTIs (Minn. Laws 1980, Chapter 614, Section 25 (b)) and to make recommendations to the 1981 Legislature.

In response to these mandates, the Coordinating Board staff first prepared interim reports on the Community College System and the Area Vocational-Technical Institutes.* These reports outline the background and present circumstances of these two systems and identify several alternatives to address projected enrollment declines in the next two decades.

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* Minnesota Higher Education Coordinating Board, Interim Report on the Minnesota Community College System (July 1980).

Minnesota Higher Education Coordinating Board, Interim Report on the Minnesota System of Area Vocational-Technical Institutes (November 1980).

Following extensive consultation on and discussion of the interim reports, the Coordinating Board staff prepared final reports on the Community College System and the Area Vocational-Technical Institutes.** These reports summarize and comment on the findings of the interim reports and subsequent discussion. The reports also identify those alternatives for the future which will contribute most to the achievement of proposed goals for Minnesota post-secondary education.

Review of the interim and final reports led to the identification of several conditions common to both studies, a discussion of three directions the state could move in addressing the problems to be faced and a proposed series of recommendations.

** Minnesota Higher Education Coordinating Board, Final Report on Minnesota Area Vocational-Technical Institutes (January 7, 1981).

Minnesota Higher Education Coordinating Board, Final Report on the Minnesota Community College System (January 7, 1981).

A. CONDITIONS

Six conditions common to both studies stand out and have become paramount as the studies were completed and recommendations developed. These conditions are:

1. The current and future missions of the Community College System and the Area Vocational-Technical Institutes tend to overlap. The Community College System, from its inception, as part of its mandate, has provided occupational/vocational programs. In 1980 these programs accounted for roughly 30% of the system's students and faculty. They make up 12% of the state's vocational program offerings. While Area Vocational-Technical Institutes have adhered strictly to their vocational mission, they show clear signs of expanding program offerings which may require increased work in related and/or general education such as psychology for health programs. The implications of these developments for the future mission of the community colleges and area vocational-technical institutes are serious. Some community colleges historically have offered vocational programs. Some are located in areas not directly served by an area vocational-technical institute and where the alternative of building a technical institute to provide vocational programs is clearly undesirable. In these locations, community colleges have been encouraged to offer vocational programs. Looking ahead, the need to maintain the distinctiveness of the vocational mission is critical. The need to provide flexibility in the offering of courses across the boundaries of vocational and general education is also clear not only to satisfy student interests in but also to fulfill increasing requirements for academic coursework in some vocational programs. The natural alternative to meet these needs while avoiding further expansion of either the vocational offerings of the community colleges or the general education offerings of the technical institutes is to remove the structural barriers between the two types of institutions.

2. Many communities are served by both a community college and an area vocational-technical institute. One-half of the community colleges are in the same community with a technical institute. Almost one third of the technical institutes are in the same communities as community colleges. Furthermore, virtually all of the institutions located in the same community are adjacent to or within a few miles of each other (see attached map). Under these geographic conditions, closer relationships between the two clusters of institutions are possible. Greater cooperation could result in savings from sharing administrative and support resources and in more effective comprehensive service to a region.

3. Future conditions include declining enrollments and increased competition for students and resources. Two related assumptions underlie both studies. First is a projected decline in aggregate student enrollments over the next 15 years of up to 25%. Second, is an assumption of more difficult fiscal conditions. Both assumptions are based upon the best available evidence and are likely to bring sharp increases in competition for students and resources. Competition for students will mean a tendency toward proliferation of programs and course offerings, expecially for the part-time and returning student. Competition for scarce resources increases the need for effective coordination in a community, region and at the statewide level. While the Coordinating Board's role of program review is reasonably effective at minimizing unnecessary duplication of programs, some program duplication is virtually impossible to prevent by a board without governing responsibility. Likewise, efficiencies of cooperation among institutions are most easily achieved by a governing board. These considerations argue strongly for a governance change which would place the community colleges, the technical colleges of the University of Minnesota and the area vocational-technical institutes under the same board.

4. Increased flexibility of resource utilization is necessary. Increasingly, the educational benefits to students and programs of combining resources of the area vocational-technical institutes and the community colleges have become evident. An example of this development is the case of certain health-related programs which require that an associate degree be offered and thereby require expanded general education. Currently this expansion might occur within a technical institute, but it would represent an unnecessary duplication of effort in those communities or regions where a cooperative relationship with a community college faculty is possible.

   The traditional debate between education for work and education for education's sake is unanswerable. However, the ideal for the individual student is to be able to fully choose either route alone or a combination of both. The pooling of opportunities under a single governing board would increase educational opportunities for students without increasing the state outlay for education.

5. Maintaining the projected number of small institutions will be a challenge. A prominent feature of Minnesota's commitment to educational opportunity is the provision of access throughout the state with widely

dispersed institutions. In view of the projected enrollment declines, difficult fiscal circumstances and the persisting need for high quality programs and institutions, maintaining the projected number of relatively small institutions poses a problem. By 1990 five community colleges are projected to enroll fewer than 400 students; nine AVTIs are projected to have enrollments below 400 average daily membership. This is particularly true in those communities which have both a relatively small technical institute and a community college. The possibility of considering a future blending of support staff, administrative and other resources needs to be considered. Greater sharing of resources at the community and regional level is one alternative to erosion of quality or greater appropriation per student served.

6. Governance structures are divided and insufficient. The area vocational-technical institutes have evolved during the last decade into the state's second largest post-secondary system. There are now 33 institutes with an annual enrollment of more than 45,000 students. They employ a staff of almost 4,900. The operations of area vocational-technical institutes are fully funded from state sources. Local revenues have been ended except for debt service. In Fiscal Year 1979, the total state investment in the system was approximately $66.7 million and total expenditures in the system totaled more than $111 million. The service areas of area vocational-technical institutes extend well beyond the community or county in which they are located and surpass the geographic service areas of community colleges.

   The present governance of the area vocational-technical institutes is no longer appropriate given the size, mission and public investment in the system. In fact, the 33 institutes cannot be accurately described as a system. Rather, they are a confederation of institutions with a common mission and funding source. Administrators and staff are locally employed and responsible to local school districts. While they are, by necessity, responsible to certain state policies and guidelines which are prescribed by the State Department of Education, control of the institutes is a local matter. As the system has grown and become more complex, the divided governance of the area vocational-technical institutes has become inadequate and inappropriate for dealing with present and future conditions.

These conditions and findings presented in the studies of the Community College System and the Area Vocational-Technical Institutes require that recommendations for the future of the two types of institutions be comprehensive. Recommendations must recognize the fact that the types of institutions together serve community, regional and statewide needs as part of a total system of post-secondary education in Minnesota.

B. THE CHOICES

The two interim reports, the resulting consultation and the two final reports have focused attention upon the fundamental issue which should guide the Coordinating Board's recommendation to the governor and the 1981 Legislature. This issue is that fiscal constraints and declining enrollments jeopardize Minnesota's commitment to provide high quality education while maintaining access and choice for students. The response to these problems lies in one of three possible directions.

1. Provide state appropriations sufficient to ensure that small institutions retain a minimal core of services regardless of enrollments. As enrollments drop below 400 in community colleges and in area vocational-technical institutes, it will be necessary to provide resources on the basis of minimal program requirements. Enrollment related staffing at current policy levels will not generate sufficient resources to operate a high quality program. If the state chooses to provide core funding for small institutions, funds will have to come either from other public post-secondary institutions, from other public services, from other educational programs or from increased state revenues. If the funds are taken from other educational institutions or programs, the impact of such reallocations will have to be assessed carefully. The choice is support for small institutions or erosion of other public education programs. To take resources from other programs and institutions, however, will result in deterioration across all post-secondary education.

   There are indications that this erosion is already underway. For example, the average salary for instructional faculty, in constant dollars, declined in all four public post-secondary systems between

1970 and 1979. The smallest decline was 12.6 percent in the State University System. The largest decline was 14.9 percent in the Community College System. Average salaries in the area vocational-technical institutes declined by 12.9 percent between 1972 and 1979. If compensation decreases in constant dollars over the long-term, competent persons in teaching as well as those considering a teaching career will be attracted to other fields.

In short, the alternative of funding small institutions at a minimal core level is essential if quality education is to be preserved and if the state chooses not to exercise any other policy alternatives identified in this study. To identify the threat to quality at small institutions with necessary resources penalizes present and future students who are seeking quality education from a public institution. The potential negative impact on the state's social and economic health and the credibility of post-secondary education cannot be ignored.

2. Closing institutions which are no longer educationally effective because of declining enrollments and resources. If sufficient resources are not available for minimal support, closing would be an alternative to decline in quality at small institutions. The integrity of public post-secondary education in the state would be preserved. Resources from closed institutions, moreover, could be reallocated to other institutions to enhance the quality of their programs.

   While some loss of access might occur, a variety of alternatives would exist for persons directly affected by closing. An extensive network of public and private post-secondary institutions would remain in the state. In addition, tuition reciprocity agreements with North Dakota, South Dakota, and Wisconsin would enable Minnesota residents to attend most public post-secondary institutions in those states.

3. Structural changes in the state's systems of post-secondary education. The only alternative to the two directions described above is to use the present array of institutions and programs more effectively. This can be best accomplished by placing the community colleges, area vocational-technical institutes, and the technical colleges of the University of Minnesota under a single board. Under a single board the flexibility would exist to merge nearby institutions, to change the mission of some institutions in response to changing conditions and to create regional institutions with multiple campuses. All of these options could be exercised simultaneously, including the decision to commit resources to minimal core funding at isolated institutions with low enrollments. Rainy River and Vermilion Community Colleges are examples of such remote institutions which are the single access point to post-secondary education for those communities.

While these studies have focused on the community colleges and area vocational-technical institutes, the choices posed here affect all of post-secondary education in Minnesota. The state supports a wide variety of activities at its post-secondary institutions--research, professional education, graduate studies, undergraduate instruction, and vocational training. The state also maintains a large program of financial aid for students. To avoid hurting any or all of these endeavors in a period of declining enrollments and fiscal constraints will require the most effective use of resources.

C. RECOMMENDATIONS FOR THE FUTURE

Staff analysis is provided for each of the alternatives in the final reports on the Community College System and the area vocational-technical institutes. Two alternatives which contribute most to the achievement of statewide goals for post-secondary education have been identified through the evaluation process: (1) the creation of a separate governing board for the area vocational-technical institutes, or (2) placing the area vocational-technical institutes, technical colleges of the University of Minnesota and community colleges under a single new board. These alternatives, as well as the others identified, are relatively pure examples. Many variations on all of them could be identified. Likewise, while some of the alternatives have been assessed as having relatively minor impact upon the long-term health of Minnesota's system of post-secondary education, they do, however, raise important policy questions.

The recommendations below incorporate features from several of the alternatives. These recommendations also assume that the top priority for public post-secondary education is the maintenance of and enhancement of quality in programs and institutions. It is assumed, further, that all other goals, access, choice, and diversity, for example, are secondary to the goal of enhancing the quality of all vocational, collegiate and professional programs.

1. <u>New Governing Board for Technical Institutes and Community Colleges</u>

With these assumptions in mind and after extensive study and consultation with affected parties, the Coordinating Board recommends THAT:

The governor support and the legislature create a new state board for technical institutes and community colleges which would have governing responsibilities for the technical institutes, the community colleges

and the technical colleges of the University of Minnesota. This board should be created by July 1, 1981 with a phase out of the current responsibilities of the Board for Vocational Education and the State Board for Community Colleges to be completed by July 1, 1982. The new State Board should:

a. be responsible for governing (1) technical institutes; (2) technical colleges; (3) comprehensive colleges with vocational and academic college transfer programs; (4) non-comprehensive community colleges, offering only academic programs; and (5) post-secondary centers which offer post-secondary education opportunities either vocational or academic in nature, but which do not constitute a full scale college or institute.

b. have the authority, with legislative approval, to create any of the types of institutions cited in a. above or change the status of the existing institution to another type.

c. have the specific responsibility provided by legislation to maintain and advance the distinctiveness of the vocational mission from the academic mission through separate budget requests and other means as appropriate and present to the governor and the legislature before each odd numbered year an evaluation and report on how these two missions are being advanced within the system.

d. prepare a plan which would:

   (1) plan for the sharing of the administrative, support staff and faculty in the nine communities where technical institutes and community colleges are present. This plan should be presented to the governor and the legislature no later than January 1, 1982 and should be implemented no later than January 1, 1983.

   (2) plan for the sharing of the administrative, support staff and faculty on a regional basis for all institutions whose enrollment is below 400. This plan should be presented to the governor and legislature no later than January 1, 1983 and should be enacted no later than January 1, 1984.

   (3) identify those institutions which because of their geographic location provide sole access to post-secondary education and propose that they should be funded at the minimal core level regardless of enrollment.

e. develop five-year plans for the system with biennial evaluations of the success of the system in meeting its objectives.

f. be provided any other necessary authority to govern institutions within the system.

A more specific description of the characteristics of the proposed system of technical institutes and community colleges is attached.

Rationale

The basis for this recommendation is documented in the Final Reports on the Community College System and the Area Vocational-Technical Institutes. To repeat, the shift of responsibility for governing of sub-baccalaureate education to a single governing board is more likely to insure effective governance of this sector of education than is the present arrangement of separate and competing systems under different governing boards. The recommendation recognizes that the technical institutes have become a state system in funding, in program and mission importance, but have not become a state system in governance. In a period of contracting enrollments the most efficient use of resources is likely to occur if a single governing board is responsible for those institutions which share a related mission, serve similar communities and regions and compete for students with similar characteristics and goals.

The recommendation is not a proposal for a merger of the community colleges with the vocational-technical institutes. It is a recommendation for a governing board with the specific legislative mandate to create and insure the distinct roles of four types of institutions based on regional needs, existing institutional networks and projected populations. The new governing board also would have the authority, with legislative approval, to change the status of institutions as necessary and appropriate.

With specific responsibility to systematically evaluate the success of the two major functions -- vocational education and academic education -- this governance structure is intended to maintain the integrity of vocational offerings while enriching both general and vocational education through meaningful articulation of these programs.

It is estimated that $150,000 is needed for the period while the new board is being organized. Subsequently, it is estimated that the new system, including area administration, can be operated within current appropriation levels. The goal, ultimately, is to achieve longer range savings through improved coordination while maintaining the quality of instructional programs.

2. Area Administration and Councils

In order to recognize the variety of area needs and to more effectively represent legitimate regional interests, the Coordinating Board recommends THAT:

> The legislation creating the State Board for Technical Institutes and Community Colleges provide that the Board shall create area administrative structures. Each area administration shall include councils with responsibility to develop area plans, conduct area evaluations, recommend reallocation of program resources, including positions within the area's budget, with approval of the State Board, and conduct such administrative duties as delegated by the State Board. The first area administrative structure should be established by June 30, 1982.

Rationale

Throughout both studies, the value of local involvement in and influence on post-secondary program offerings has been recognized and emphasized. At the same

time, the inherent and often unresolved conflict between "local control" and state level funding has been recognized as detrimental to effective governance. At best, the paradox of local control with centralized funding has produced programs consistent with local interests, irrespective of statewide priorities. At its worst, the conflict has meant confused or nonexistent lines of accountability and fragmented or conflicting leadership. The recommendation to provide for area administrative structures with area councils seeks to incorporate the best feature of local control and influence within a state level system and shifts the center of planning, evaluation and delegated administrative responsibilities to a level broader than the local community.

There are models of similar administrative arrangements already functioning in Minnesota. They are the three intermediate school districts that operate area vocational-technical institutes in the Twin Cities metropolitan area. In the intermediate districts a decision-making board comprised of representatives from each participating district is responsible for management and oversight of the institutes.

The recommendation has the effect of decentralizing the governance of the community colleges to the area level. The proposal assumes the phase-in of this change by the governing board under the continued scrutiny of the legislature. No effort is made here to define areas. The technical paper on market and access areas and the judgment of the governing board and its staff are adequate for defining administrative area boundaries.

This recommendation is based on the conviction that allocation decisions among a number of institutions should reflect, in part, the best judgment of area citizens. It is also made on the assumption, however, that if funding is a state level responsibility, governance and broad policy making and ultimate accountability must also be at the state level. In sum, this recommendation is an effort to strike a balance between the values of local control and influence and the need for state level funding, accountability and policy consideration.

3. Preserve the Mission of the General College

In order to maintain the distinctive role of the General College of the University of Minnesota and to ensure that in the future the mission of the college does not conflict with other public institutions located in the metropolitan area, the Coordinating Board recommends THAT:

> The Board of Regents continually monitor the role of the General College to insure that its special service to disadvantaged and minority students not be reduced, prevent further expansion of lower division occupational programs in the General College except in cooperation with a technical institute and limit the enrollment of the General College to a maximum of 3,000 students.
>
> Further, the governor and the legislature not request or appropriate funds to General College for activities which are in conflict with these recommendations.

Rationale

Public officials should be concerned that in a period of declining enrollment, the University of Minnesota not spread its activities so broadly by enrolling students who could be served as well in other existing public institutions. In a period of declining students and limited resources, the University of Minnesota would be well advised to narrow its range of activities and thereby focus resources on those activities which are of highest priority to the University. The community colleges in the metropolitan area might then take up the responsibilities currently borne by the General College.

4. Restructuring Vocational Education Mission of State University System

In view of the value of delineating mission of systems as much as possible without restricting access to programs, the Coordinating Board recommends THAT:

> The State University Board not implement new vocational programs of two years' duration or less in those communities where area vocational-technical institutes are located and that the State University Board phase out vocational programs of two years' duration or less in such communities except where such programs are in cooperation with or in coordination with the area vocational-technical institutes and that the legislature require this delineation of mission no later than January 1, 1985.

Rationale

Recognizing the merit in further refinement in roles of institutions especially in communities and regions where institutional roles overlap, the gradual withdrawal of the State University System from two years and less programs where technical institute alternatives exist seems appropriate. The current overlap is slight representing about 3.8% (56 out of 1,463 of all program offerings). However, the need to increase concentration of resources by institution, program and role seems to support this recommendation.

PROPOSED GOVERNANCE STRUCTURE FOR
STATE BOARD FOR TECHNICAL INSTITUTES AND COMMUNITY COLLEGES

A. Powers of the State Board

1. Appoint the Chancellor.
2. Approve biennial budget request for operations and facilities.
3. Approve state and area five-year plans which include programs, facilities, resources, and mission of institutions.
4. Approve annual spending plan in each area, including funds for capital construction.
5. Establish minimum standards for:
   a. faculty and administrative appointments,
   b. internal budgeting, accounting and auditing procedures,
   c. curriculum content and requirements for awarding degrees, certificates and other formal awards, and
   d. admissions policy.
6. Establish and modify, as necessary, area boundaries.
7. Merge or close institutions as necessary.
8. Establish personnel policies for the system.
9. All other powers necessary to operate the system.

Selection and Composition of the State Board

1. Appointed by the Governor with approval of the Senate.
2. Eleven members, one from each congressional district, three at-large.
3. Serve four-year terms, with appointments staggered.

Authority of the Chancellor

1. Appoint Area Provosts, taking into consideration recommendations from the Area Council.
2. Appoint Board staff.
3. Appoint Institutional Presidents upon recommendation of the Provost.
4. Prepare and present biennial budget request for operations and facilities.
5. Represent system in personnel contract negotiations.
6. Recommend administrative area allocations for operations and facilities.

Status of the Professional Staff

1. Senior positions are unclassified.
2. Chancellor serves at the pleasure of the State Board.
3. All unclassified staff serve at the pleasure of the Chancellor.

B. Powers of the Area Council

1. Review and recommend five-year area plan, which includes programs in all post-secondary institutions in the area and take into account programs and services offered by local school districts and private institutions in the area.
2. Recommend annual spending plan of area institutions to the Chancellor and Provost which can include reallocations of 5% annually of the regional budget.
3. Review and recommend on new programs to the Chancellor and Provost.
4. Recommend Provost candidates to the Chancellor from a slate of applicants provided by the Chancellor.

Selection and Composition of the Area Council*

1. Seven members.
2. Serve four-year terms which are staggered.

C. Powers and Responsibilities of the Institutional President

1. Institutional President is the chief administrative officer of the institution.
2. President recommends the appointment of professional staff to the Provost.
3. The President makes institutional assignments in accordance with faculty/system management contracts.
4. President prepares and recommends annual spending plan, biennial budget request and new programs in a manner prescribed by the State Board for Technical Institutes and Community Colleges.

Authority of the Area Provost

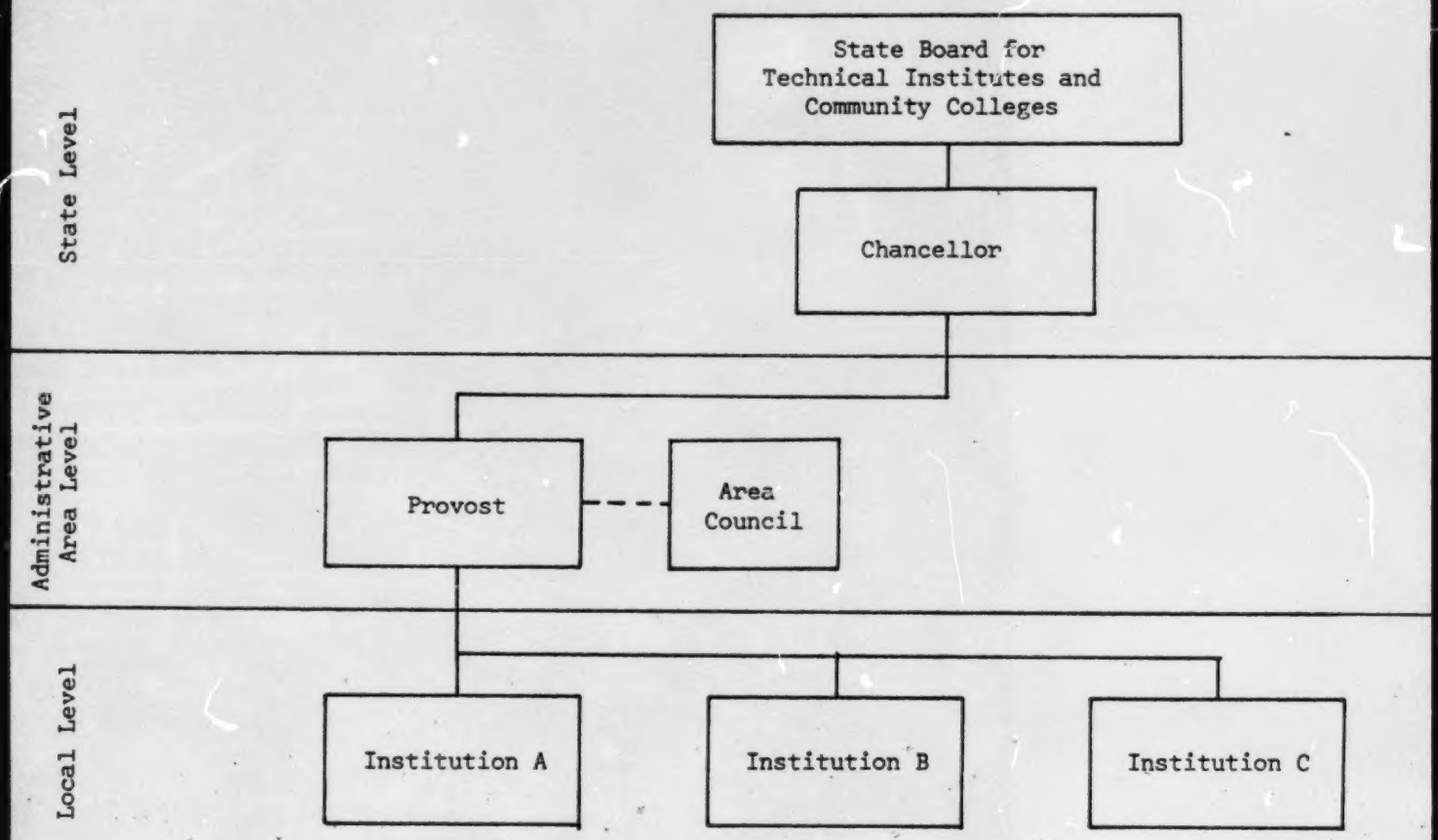
1. Recommend, supervise Institutional Presidents.
2. Approve personnel appointments from institutions.
3. Develop area five-year plan for review and approval of the Council.
4. Approve institutional budgets and prepare area biennial budget request.
5. Allocate annual institutional budgets, taking into consideration the five-year area plan and recommendations from the Area Council.
6. Appoint area administrative professional staff.

Status of the Professional Staff

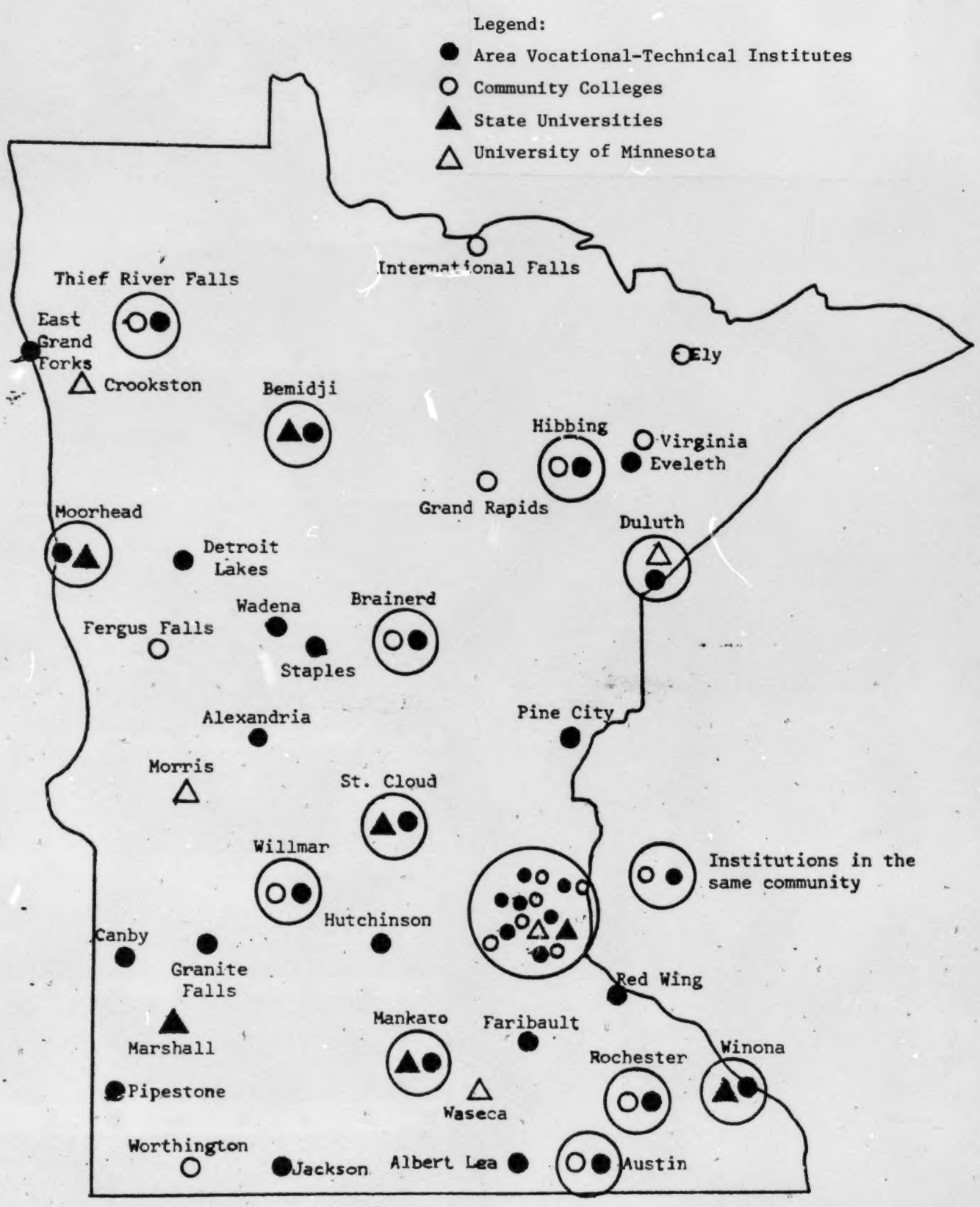
1. Senior professional appointments are unclassified.
2. Provost serves at the pleasure of the Chancellor.
3. Area Board staff serve at the pleasure of the Provost.

* The area council should be composed of citizen members not affiliated with an educational institution and should be either elected or appointed or a combination of both.

PROPOSED GOVERNANCE STRUCTURE FOR
STATE BOARD FOR TECHNICAL INSTITUTES AND COMMUNITY COLLEGES



LOCATION OF PUBLIC POST-SECONDARY INSTITUTIONS



Area administrative structure - Geographic division of administrative authority designed to implement policies determined by a state board, to coordinate the activities of a group of local institutions and to provide support services for a group of local institutions.

Area council - A body of lay members to recommend policies for allocating resources and coordinating educational services among the institutions within the geographic area under the council's authority.

Comprehensive community college - An institution offering academic transfer programs, technical and occupational programs leading to an associate degree, and technical and occupational programs leading to a certificate.

Core program - The minimal amount of instructional and support services needed by a self-contained institution to offer educational programs of sufficient depth and breadth to meet minimal quality standards.

Five-year plan - Statements to be prepared both by the state board and by area councils describing anticipated conditions over the coming five years, educational objectives in view of anticipated conditions, and programs to meet the objectives.

Non-comprehensive community college - An institution offering only general education and academic transfer programs leading to an associate degree.

Post-secondary center - Facility where a limited number of general education courses or occupational programs are offered, with no permanent faculty.

Single purpose institution - An institution offering exclusively or almost exclusively either general educational or occupational instruction. (See "non-comprehensive community college" and "technical institute.")

Technical college - An institution offering technical and occupational programs with academic or general education requirements leading to either an associate degree or to a certificate.

Technical institute - An institute offering technical and occupational programs with no academic instruction leading to a certificate.

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